

DOCUMENT RESUME

ED 365 272

HE 027 065

TITLE The Diversity of Illinois Public Universities. Item #3.
INSTITUTION Illinois State Board of Higher Education, Springfield.
PUB DATE 6 Oct 92
NOTE 16p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Comparative Analysis; Curriculum Development; Educational Planning; *Expenditures; Higher Education; *Institutional Characteristics; *Mission Statements; *Public Colleges; *Student Characteristics
IDENTIFIERS *Illinois

ABSTRACT

Institutional distinctiveness is an important consideration in establishing state priorities, enhancing quality, and improving productivity in Illinois public universities. This report compares and contrasts Illinois' 12 public universities on 24 characteristics to illustrate the diversity among these schools. The characteristics are arrayed in four categories: (1) institutional characteristics, (2) student characteristics, (3) curriculum focus, and (4) finance patterns. The report also presents brief mission statements from each of the schools. These mission briefs focus on existing strengths and priorities of each public university from a statewide perspective. Statistical tables detail the diversity among Illinois' public universities. Table 1 compares public university standard scores on six institutional characteristics. Table 2 provides standard scores for four characteristics of undergraduate students: the proportion of undergraduates over age 24, the proportion of black and Hispanic undergraduates, the proportion of part-time undergraduates, and the proportion of undergraduates who are first-time transfer. Table 3 documents undergraduate orientation of Eastern Illinois University, Western Illinois University, and Illinois State University, and the doctoral orientation at the University of Illinois at Urbana-Champaign. The final table provides five measures of financial diversity. (GLR)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

THE DIVERSITY OF ILLINOIS PUBLIC UNIVERSITIES

Institutional distinctiveness should be an important consideration in establishing priorities, enhancing quality, and improving productivity in Illinois public universities. Establishing priorities at the state level and acting on them to improve quality and productivity involve understanding each institution's unique contributions to the total state higher education enterprise. Capitalizing on institutional strengths is particularly important when resources are limited.

Previous analyses presented to the Committee of the Whole on the priorities, quality, and productivity initiative provided information from a statewide perspective about the public universities as a group. While statewide data analyses are appropriate for such purposes as providing norms within productivity guidelines and understanding expenditure trends, they can mask the diversity among institutions. While all 12 public universities provide instruction, conduct research, and offer public service, they do so to a different extent, with different emphases, for different clients, and in different environments.

Statewide Comparisons

This section compares and contrasts the 12 public universities on 24 characteristics. While not exhaustive, these characteristics help to illustrate the diversity among institutions. The characteristics are arrayed in four categories: institutional characteristics, student characteristics, curriculum focus, and finance patterns.

Because the characteristics displayed on the tables are measured in a variety of ways (e.g., numbers of people, dollars, and proportions) with different ranges and different averages, comparisons among measures and among institutions using raw data are difficult. To facilitate comparison, actual data on each characteristic for each institution have been converted to a standard score on a scale of 0 to 11, with 5 representing the average for all public universities. By looking at standard scores across measures, the unique characteristics of individual institutions and the relationships among the different characteristics become evident. A technical paper that provides actual data and procedures used to convert these data to standard scores is available from the Board of Higher Education office.

Institutional Characteristics

Table 1 compares public university standard scores on six institutional characteristics. Two different measures of size--full-time-equivalent (FTE) enrollment and headcount employment--are shown, as are two different aspects of off-campus activity--the ratio of off-campus to on-campus enrollment and the number of different community college districts in which courses or programs are offered. In addition, scores are shown for student-faculty ratios and for gross square feet of non-residential space per student.

The diversity of public universities on these institutional characteristics is evident in the variation of scores on Table 1. For example, enrollment at Chicago State University, Governors State University, and Sangamon State University is almost 10,000 FTE students below the public university average of nearly 14,000 FTE students, while enrollment at the University of Illinois at Urbana-Champaign is substantially above the average. The off-campus contributions of both Governors State University and Sangamon State University are documented by their high scores on these measures.

Student Characteristics

Similarly, diversity exists among public universities in the characteristics of students served. Table 2 provides standard scores for public universities for four characteristics of undergraduate students: the proportion of undergraduates over age 24, the proportion of black and Hispanic undergraduates, the proportion of part-time undergraduates, and the proportion of undergraduates who are first-time transfers. At the graduate level, the proportion of minority students and the proportion of part-time students are shown.

Table 2 shows Chicago State University's contribution in serving a high proportion of minority students at both the undergraduate and graduate levels. Governors State University's and Sangamon State University's roles in serving adult undergraduate part-time and transfer students are evidenced by their high scores on these characteristics. In contrast, Eastern Illinois University, Illinois State University, Northern Illinois University, and the University of Illinois at Urbana-Champaign serve higher proportions of traditionally aged and full-time students at the undergraduate level and first-time transfer students make up a much lower than average proportion of the student body of the University of Illinois at Urbana-Champaign.

Curriculum Focus

The diversity among public universities is also seen in their curricular focus. Table 3 displays standard scores on seven curricular characteristics. Three measures of level emphasis are provided: the proportion of undergraduate, first-professional, and doctoral enrollment. In addition, the number of different undergraduate degree programs is shown, as well as three undergraduate field emphases represented by the proportion of degrees awarded in education, in health, and in science and engineering.

The undergraduate orientation of Eastern Illinois University, Western Illinois University, and Illinois State University is documented in Table 3, as is the University of Illinois at Urbana-Champaign's doctoral orientation. Because they do not offer lower-division instruction, Governors State University and Sangamon State University show lower than average scores on the proportion of undergraduates enrolled, and their array of undergraduate degree programs is also more focused. Among the undergraduate field emphases, education shows a higher than average proportion of degrees conferred at Eastern Illinois University and Southern Illinois University at Carbondale, while the health orientation of the undergraduate curriculum at the University of Illinois at Chicago, the successful retention efforts in the health fields at Chicago State University, and the science and engineering orientation of the University of Illinois at Urbana-Champaign are clearly visible.

Finance Patterns

The size and unique student and curriculum characteristics of the public universities are also reflected in their budgets. Table 4 provides five measures of financial diversity: total current funds expenditures, the proportion of state appropriations as a share of total current funds expenditures, and the proportion of current funds expenditures devoted to instruction, to research, and to public service.

The diversity among campuses on total current funds is similar to that seen previously on size measures. The reliance on state-appropriated funds varies considerably among campuses, from low at both campuses of the University of Illinois to high at Governors State University and Northeastern Illinois University. The lack of dormitories--and, therefore, lower than average auxiliary enterprise expenditures--at Governors State University and Northeastern Illinois University accounts, in part, for their higher reliance on state appropriations. The University of Illinois' lower proportion of state appropriations' share of total expenditures is offset by its higher than average proportion of external funds, many of which are restricted-purpose research funds, as is also reflected in the higher campus scores on the proportion of current funds devoted to research. Sangamon State University's public

affairs mission is documented by its high score on proportion of current funds devoted to public service.

Institutional Mission Descriptions

Each university's student mix, curriculum focus, location, and history and traditions combine to give it a unique mission within the overall system of Illinois higher education. All universities have developed mission statements that describe their visions and aspirations, set directions for future growth and expansion, and reflect the diverse interests of campus constituencies. This section presents brief mission descriptions that focus on existing strengths and priorities of each public university from a statewide perspective. These descriptions build upon the public university missions described in the Master Plan for Illinois Higher Education and provide the context for the recommendations for making productivity improvements developed by the staff for public universities.

Chicago State University

Chicago State University is a multipurpose public urban institution of higher education located on the south side of Chicago. It serves a diverse student population which includes individuals from many ethnic and socio-economic groups from the greater Chicago metropolitan area. In addition, Chicago State serves the highest proportion of African-American students of all public universities in the state of Illinois.

The primary mission of Chicago State university is to provide quality education to students with emphasis on undergraduate instruction in arts and sciences and in such fields as education, business, and selected allied health professions. Graduate education at the master's level that builds upon selected undergraduate curriculum strengths also is a part of the University's mission. The University is committed to promoting access and providing opportunities for populations that have been traditionally underrepresented in higher education. The University's commitment to student success emphasizes precollege initiatives for preparing and recruiting students, retaining and graduating students, and providing opportunities for career and professional advancement.

The University's mission also includes public service and outreach programs that contribute to the economic development and social welfare of the community. Scholarly activities and faculty development that enhance learning and instruction are encouraged and supported.

Eastern Illinois University

Eastern Illinois University, a residential campus in east central Illinois, serves a higher than average proportion of traditional college-aged students who enroll full time and live on campus. The University's primary mission is to provide a comprehensive undergraduate program of liberal studies as a foundation for all students as they seek degrees in the liberal and fine arts, the sciences, teacher education, and other professional programs. The University provides undergraduates breadth through the general education program and depth through a wide range of academic majors.

While major emphasis is placed on serving undergraduate students, the University also has a special responsibility to support educators and other professionals in eastern Illinois through programs of continuing professional development. Small, high quality graduate programs at the master's level that are directly related to high quality undergraduate programs are also an important part of the University's mission. To retain and strengthen its unique character, Eastern Illinois University's mission should not be extended to providing more comprehensive graduate education, research, or public service programs.

Governors State University

Governors State University is one of two upper-division institutions in Illinois founded to serve undergraduate transfer and master's level students. As a commuter institution located in the southern Chicago suburbs, the University's student body is comprised of a high proportion of older and working adults who attend part-time and, often, at off-campus locations. Thus, the University's mission emphasizes the importance of the use of technology in the delivery of instruction, of successful programmatic articulation with the community colleges in the area, and the provision of high quality baccalaureate-completion and master's level career advancement opportunities in fields with employment potential.

Since a primary objective of the University is to serve the needs of the south and southwest suburban Chicago area, undergraduate programs leading to entry-level careers in the health professions, education, and in business are high priorities, as is instruction in the basic liberal arts and sciences that support these programs. Master's programs should build upon and support high quality undergraduate programs. Comprehensive graduate offerings in the arts, physical sciences, and social sciences are lower priorities. To maintain and strengthen its unique mission, the University should focus off-campus programs within its primary service region. Comprehensive research programs are not part of the University's mission.

Northeastern Illinois University

Northeastern Illinois University's mission places special emphasis on offering high quality undergraduate and master's level programs to an urban population diverse in age, culture, language, and race. As a commuter campus located in northwestern Chicago, Northeastern Illinois University's student body includes both traditional college-aged and older students.

The University has a long history of leadership in preparing teachers for the public schools and training educators for community and private employment, with an above average number of degrees awarded in education. This role relies upon strong undergraduate programs in elementary and secondary education, in the arts and sciences, and in special education. Selected master's programs should build upon the strengths of the baccalaureate curriculum and should be tailored to the continuing professional development needs of the clientele served by the University.

Northeastern Illinois University should offer high quality programs at both the baccalaureate and master's levels in selected arts and sciences disciplines and in business that are supported by strong student interest. Northeastern Illinois University should consolidate programs and resources to strengthen priorities that meet student needs and interests and expand and strengthen its links with the metropolitan community it serves. However, the University does not have a comprehensive research and public service mission.

Western Illinois University

Western Illinois University's primary mission is the provision of undergraduate instruction to students who enter the institution as freshmen or who enter after completing academic work at community colleges and other institutions. Most undergraduate students are of traditional college age, enroll full-time, and live on campus. The proportion of state funds devoted to instruction is above the statewide average, confirming the University's commitment to serving the instructional needs of undergraduate students.

The University should build upon existing high quality programs and focus resources on fields with high demand. The baccalaureate programs in elementary and secondary teacher education and in business are high priorities and should be strengthened, while excessive specialization should be avoided. Support for excellence in undergraduate education and in selected graduate programs with high demand should be the University's highest priority.

Western Illinois University has assumed leadership in serving the educational and cultural needs of west central Illinois. The Rock Island Regional Undergraduate Center and the Quad-Cities Graduate Study Center are important models for the effective and cooperative delivery of off-campus instruction. The University should continue to develop advanced telecommunications-based instructional delivery systems to meet the education and training needs of Illinois schools and the educational and economic needs of west central Illinois.

Illinois State University

Founded in 1847, Illinois State University is the oldest public institution in Illinois. Today, the University is among the largest in the state with a high percentage of traditional college-aged, full-time students among its undergraduates.

Illinois State University should focus on undergraduate education, master's degree programs that build upon undergraduate strengths, and selected doctoral programs. The University should continue to distinguish itself as a leader in the art, science, and content of education at all levels. The University should offer strong liberal arts and professional programs with its highest priority on the provision of high quality undergraduate teaching and learning.

The University should focus its off-campus offerings within central Illinois. To fulfill its statewide mission in education, the University should take leadership in identifying the staff development needs of schools and, through coordination with other colleges and universities, develop and deliver programs tailored to meet them.

Northern Illinois University

Northern Illinois University is among the largest of the Illinois public universities. The University's undergraduate student body is comprised primarily of traditional-aged students who attend full time and live on campus. A higher than average proportion of graduate students, on the other hand, are part-time working adults who commute to campus or enroll in off-campus programs.

The University's mission is to serve the educational needs of its region including Rockford and the north and western Chicago suburbs. To do so, the University should offer strong undergraduate programs and graduate and professional instruction, research and public service that focus on regional needs. The University's highest priority is the provision of high quality undergraduate education.

The University offers doctoral programs in selected disciplines in which quality can be assured at a reasonable cost and that specifically support the University's regional economic development role. The expansion of doctoral programs is less central to the University's mission than is the support of excellence in undergraduate, graduate, and professional programs. To enhance the economic development of the region, the University should emphasize technology transfer activities and the provision of continuing education opportunities to meet the needs of practicing professionals.

Sangamon State University

Located in the state's capital, Sangamon State University has a special mission in public affairs. As an upper-division baccalaureate and master's level university, it offers programs to meet the needs of transfer and adult students, many of whom attend part time. To assure both high academic quality and cost effectiveness, the University's organization of instructional, public service, and research programs should be focused and well coordinated.

The University should place its highest priority on enhancing the overall quality of its curriculum and strengthening its public affairs programs, both of which are central to its mission, and on efforts to facilitate the transfer of community college students. As an upper-division institution,

the University should be a leader in developing and implementing improvements in program articulation and inter-institutional cooperation.

The University should continue to capitalize on opportunities to share resources and to consolidate offerings. Given its size, the University should concentrate its graduate offerings in selected disciplines that are able to share faculty and coursework in a mutually supportive environment. Lower priority should be given to providing off-campus programs.

Southern Illinois University at Carbondale

Chartered in 1869 in Carbondale as Southern Illinois Normal School, Southern Illinois University achieved university status in 1947. Today, as one of the largest public university campuses, Southern Illinois University at Carbondale serves a traditional college-aged undergraduate student population that attends full time and a diverse graduate and professional student population. The campus also administers the School of Medicine in Springfield.

Southern Illinois University at Carbondale provides a comprehensive array of baccalaureate programs, as well as high quality master's, doctoral, and first-professional programs in selected fields. The campus has a special mission to provide instruction in agriculture, business, education, engineering, the health professions, and law. The campus also supports research at the doctoral level in selected disciplines. Off-campus programs, public service activities, and specialized research activities should focus on serving the southern region of Illinois. The campus' highest priority is on providing a quality undergraduate education. In addition, the campus actively promotes cultural pluralism through a diverse student population.

Southern Illinois University at Edwardsville

The Edwardsville campus of Southern Illinois University opened in 1965. The undergraduate students at Southern Illinois University at Edwardsville are primarily traditional college-aged, with many commuting from the surrounding area. Older, part-time, and minority students enroll at about the state average. The campus offers a balance of instruction, research, and public service programs consonant with its mission as the only public university in southwestern Illinois. Southern Illinois University at Edwardsville also administers the School of Dental Medicine at Alton and operates a center in East St. Louis.

The campus' strength lies in its high quality undergraduate and master's programs that provide career-oriented instruction in education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area. The University's highest priority at the graduate level should be to prepare practitioners and professionals in those fields that are particularly relevant to addressing the social, economic, and health care needs of the region. Off-campus programs should be limited to southwestern Illinois, except in fields such as nursing in which the University is distinctly positioned to offer off-campus completion programs for the entire southern Illinois area. The School of Dental Medicine should continue to address the need for dentists in the central and southern regions of the state.

The University of Illinois at Chicago

Located in the nation's third largest metropolitan area, the University of Illinois at Chicago campus provides instruction at the baccalaureate, master's, first-professional, and doctoral levels and has significant research and public service responsibilities. The campus couples an urban land-grant mission with its expertise in health and medical sciences and associated fields. Emphasizing business development, health care, school improvement, and enhanced opportunities for minority groups, the campus' urban mission permeates all programs and services and is especially important in such fields as education, social work, architecture, urban planning, health, criminal justice, and public

administration and policy analysis. The campus' health sciences and services mission is carried out through the Colleges of Medicine, Dentistry, Pharmacy, Nursing, and Associated Health Professions, as well as through the University of Illinois Hospital and Clinics.

A significant proportion of the campus' undergraduate student body commutes, is older than traditional college age, attends part-time, and has transferred from other institutions. The University of Illinois at Chicago is especially committed to providing the state's growing minority population access to instructional programs, particularly at the graduate and first-professional levels. Except for programs in the health sciences in which the campus has a statewide mission and in selected other areas not generally available through other colleges and universities in the state, off-campus programs and courses should be limited to those community college districts in the Chicago metropolitan area.

The University of Illinois at Urbana-Champaign

As the state's most comprehensive public university campus, the University of Illinois at Urbana-Champaign provides instruction at the baccalaureate, master's, first-professional, and doctoral levels and conducts basic and applied research in a broad array of fields. The campus' traditional land-grant mission focuses on instruction, research, and public service in agriculture and engineering, along with strong programs in the arts and sciences and other fields. The campus' professional education focus is on law, veterinary medicine, business, and architecture. Many of the campus' academic programs have achieved national repute for both instruction and research.

The vast majority of both undergraduate and graduate students attending the Urbana-Champaign Campus is of traditional age, enrolls full time, and lives on or adjoining the campus. As a principal provider of graduate and first-professional programs, the campus has a responsibility to provide the state's growing minority population with access to high quality instruction, particularly at the graduate and first-professional levels. The campus has a statewide off-campus instruction and public service mission in agriculture and engineering fields and in fields not generally available at other universities.

Conclusions

Quantitative data alone cannot capture the unique character of each of Illinois' 12 public universities. The information presented in this analysis begins to illustrate the differing missions and orientations of the public universities. As campuses, governing boards, and the Committee of the Whole move forward in establishing priorities, enhancing quality, and improving productivity, these differences should be further examined for each institution's strengths and unique contributions to Illinois higher education. Combining this perspective on diversity and institutional mission descriptions with the previously presented guidelines for productivity improvements will lead to a better focus on priorities that build upon the distinctiveness and varied resources of Illinois colleges and universities.

Table 1

DIVERSITY AMONG ILLINOIS PUBLIC UNIVERSITIES ON SELECTED INSTITUTIONAL CHARACTERISTICS
(Standard Scores)

System/Institution	Size		Student/ Faculty Ratios	Space Per Student	Off-Campus Activity	
	FTE Enrollment	Headcount Employment			Proportion of Off-Campus Enrollment	Community College Districts Served
Board of Governors						
Chicago State University	3	4	3	5	5	3
Eastern Illinois University	4	4	6	3	4	4
Governors State University	3	3	4	4	9	6
Northeastern Illinois University	4	4	7	3	4	3
Western Illinois University	5	4	9	5	5	6
Board of Regents						
Illinois State University	6	5	8	3	3	6
Northern Illinois University	6	5	5	4	5	9
Sangamon State University	3	3	5	5	8	2
Southern Illinois University						
Carbondale	6	6	3	6	8	6
Edwardsville	4	4	5	5	4	4
University of Illinois						
Chicago	6	9	4	10	3	5
Urbana-Champaign	10	9	2	8	3	8

Sources: Board of Higher Education Records

Table 2

DIVERSITY AMONG ILLINOIS PUBLIC UNIVERSITIES ON SELECTED STUDENT CHARACTERISTICS
(Standard Scores)

<u>System/Institution</u>	<u>Undergraduate Students</u>				<u>Graduate Students</u>	
	<u>Non-traditional Aged Students</u>	<u>Minority Students</u>	<u>Part-time Students</u>	<u>First-Time Transfers</u>	<u>Minority Students</u>	<u>Part-time Students</u>
<u>Board of Governors</u>						
Chicago State University	7	11	6	4	10	7
Eastern Illinois University	3	4	3	4	4	5
Governors State University	9	5	9	7	6	7
Northeastern Illinois University	6	6	7	5	5	7
Western Illinois University	4	4	4	5	4	6
<u>Board of Regents</u>						
Illinois State University	3	4	3	4	4	4
Northern Illinois University	3	4	3	5	4	6
Sangamon State University	9	4	8	10	4	6
<u>Southern Illinois University</u>						
Carbondale	4	4	4	6	4	4
Edwardsville	5	5	5	5	5	6
<u>University of Illinois</u>						
Chicago	4	5	4	6	5	2
Urbana-Champaign	3	4	3	1	4	1

Table 3

DIVERSITY AMONG ILLINOIS PUBLIC UNIVERSITIES ON SELECTED CURRICULUM CHARACTERISTICS
(Standard Scores)

System/Institution	Level Emphases			Number of Undergraduate Programs	Undergraduate Field Emphases		
	Undergraduate Enrollment	First Professional Enrollment	Doctoral Enrollment		Degrees Awarded in Education	Degrees Awarded in Health	Degrees Awarded in Science and Engineering
<u>Board of Governors</u>							
Chicago State University	5	0	0	4	5	8	4
Eastern Illinois University	7	0	0	4	8	3	4
Governors State University	1	0	0	3	4	7	4
Northeastern Illinois University	5	0	0	4	6	2	4
Western Illinois University	7	0	0	5	5	3	4
<u>Board of Regents</u>							
Illinois State University	7	0	3	5	6	3	4
Northern Illinois University	6	4	4	5	5	5	4
Sangamon State University	2	0	0	3	0	6	4
<u>Southern Illinois University</u>							
Carbondale	6	4	5	7	8	4	5
Edwardsville	6	4	3	4	5	7	6
<u>University of Illinois</u>							
Chicago	4	9	6	6	1	8	8
Urbana-Champaign	4	4	9	11	2	3	10

Table 4

DIVERSITY AMONG ILLINOIS PUBLIC UNIVERSITIES ON SELECTED FINANCIAL CHARACTERISTICS
(Standard Scores)

System/Institution	Current Funds Expenditures	State Appropriations Share of Total Current Funds ^o	Current Funds Devoted To		
			Instruction	Research	Public Service
<u>Board of Governors</u>					
Chicago State University	4	7	7	4	4
Eastern Illinois University	4	3	4	4	5
Governors State University	3	9	10	4	4
Northeastern Illinois University	4	8	6	4	4
Western Illinois University	4	4	7	4	4
<u>Board of Regents</u>					
Illinois State University	5	5	3	5	4
Northern Illinois University	5	5	4	5	3
Sangamon State University	3	6	5	3	10
<u>Southern Illinois University</u>					
Carbondale	6	4	5	7	5
Edwardsville	4	6	4	4	6
<u>University of Illinois</u>					
Chicago	9	2	4	6	5
Urbana - Champaign	10	2	3	10	6